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|  | **Chronological understanding and Knowledge of past events** | **Historical interpretation** | **Historical enquiry** | **Organisation and communication** |
| **2-3 Year Olds** | Is interested in photographs of themselves & other familiar people and objects  (Understanding the World)  Has a sense of own immediate family and relations and pets.  (Understanding the World) |  |  | Beginning to talk about people and objects who are not present  (Communication and Language) |
| **Nursery** | Begins to make sense of their own life story and family history  (Understanding the World) | Remembers and talks about significant events in their own experience  (Understanding the World) | Questions why things happen and gives explanations (in relation to own experiences)  (Communication and Language) | Is able to use language to recall past experiences  (Communication and Language)  Can retell a simple event sometimes using the correct tense  (Communication and Language) |
| **Reception** | **Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class**  (Understanding the World)  Understands words that describe sequence  (Understanding) | **Understand the past through settings, characters and events encountered in books read in class and storytelling** (Understanding the World)  Describes event in some detail - links statements and stick to a main theme or intention  (Communication and Language) | Comments on images of familiar situations form the past  (Understanding the World)  Asks questions to extend knowledge and consolidate understanding  (Communication and Language) | I can show understanding of the past, in relation to their immediate family and experiences, in different ways: drawing, role play, talking  (Understanding the World)  **Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.**  (Communication and Language)  Understands a range of complex sentence structures including negatives, plurals and tense markers  (Understanding) |
| **Year 1** | I can sort familiar objects into “then” and “now” and begin to compare artefacts  I can share memories and events from their own life | I can recount some details from historical stories/accounts  I can retell a historical story and describe things that happened in the past from pictures  I can talk about my own memories and how accurate they are  I can talk about why people did things in the past  I can talk about then and now and make simple comparisons  I can recount some details from historical stories/accounts | I can ask questions about historical objects and pictures: “What is that object used for?”  I can describe how they know something happened in the recent past and why from pictures | I can show understanding of the past in different ways: drawing, role play, talking |
| **Year 2** | I can sequence events from a familiar historical story  I can sequence a collection of artefacts | I can use sources to find out about people and events in other times  I can explain the difference between a fictional and historical story  I can compare different sources  I can use sources to write accounts of the past  I can begin to notice patterns between past and present  I can explain why they think things were different in the past using a variety of sources  I can discuss whether they think an historical account is true or false  I can know that some images are not from the past, but are recreations of past events | I can ask why, what, who, how, when type questions about objects, images and people: “Why did they live in caves?”  I can ask why, what, who, how, when type questions about sources | I can use evidence to explain reasons why people in past acted as they did.  I can draw labelled diagrams and writes about them to tell others about people, events and objects from the past.  I can explain why they think things were different in the past using a variety of sources |
| **Year 3** | I can understand timeline can be divided into BC and AD  I can place events on a timeline of World History measured in centuries | I can use evidence to describe and compare the past in relation to features of the time period  I can begin to identify primary and secondary sources  I can look at two versions of same event and identify differences in the accounts  I can compare the accuracy of primary and secondary sources  I can identify some reasons for people’s actions in the past | I can make predictions from what I already know  I can suggest sources of evidence to use to help answer questions.  I can ask and answer historical questions about the period being studied  I can look at 2 versions of same event and identify differences in the accounts. | I can present findings about past using speaking, writing, ICT and drawing skills  I can discuss different ways of presenting information for different purposes |
| **Year 4** | I can put names, places, artefacts and dates of the time period on a timeline or event map.  I can Identify some ideas, beliefs, attitudes and experiences from the time period.  I can give reasons why changes may have occurred during a time period.  I can describe how some of the past events/people affect life today.  I can use a timeline to divide recent history using centuries. | I can know that different people might give different accounts of the same events and explore why  I can begin to evaluate the usefulness of different sources  I can use databases such as census data to find information  I can understand the difference between primary and secondary sources of evidence.  I can use various sources to collect information about the past.  I can ask questions such as ‘What was it like for a …… during ……?’  I can begin to evaluate different sources and give reasons why they may be different  I can give reasonable explanations for historical events based on evidence | I can understand the difference between primary and secondary sources of evidence.  I can describe some of the historical trends they notice  I can use various sources to collect information about the past.  I can ask questions such as ‘What was it like for a …… during ……?’  I can use various sources to collect information about the past.  I can ask questions such from sources and information’  I can use evidence to build up a picture of life in the time period and describe historical trends | I can present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills  I can discuss the most appropriate way to present information, realising that it is for an audience |
| **Year 5** | I can describe artefacts using historical vocabulary and refer to periods previously studied    I can know and sequence key events of time period studied  I can identify changes within the historical period and suggest cause and consequences    I can relate key events in world history in different locations using at event map | I can examine causes and results of historical events and the impact on people  I can identify changes and suggest links within the time periods studied  I can give some causes and consequences of the main events, situations and changes in the periods studied.  I can compare one aspect of life with the same aspect in a different historical period (Vikings and Maya)  I can offer reasons for different versions of events in different sources  I can identify changes within the historical period and suggest cause and consequences  I can look at different versions of the same event and identifies differences in the accounts.  I can give reasons why there may be different accounts of history.  I can know that people (now and in past) can represent events or ideas in ways that persuade others | I can use various sources to collect information about the past and ask a range of questions  I can understand that there may be more than one answer to a historical question  I can use evidence to support and illustrate their explanations and answers to questions  I can ask a range of questions about the past. | I can use evidence to support and illustrate their explanations and answers to questions  I can choose and present structured and organised findings about the past using speaking, writing, maths, ICT, drama, tables and drawing skills. |
| **Year 6** | I can identify unknown artefacts using historical knowledge of a range of time periods  I can describe changes in a period in history using vocabulary specific to the time period  I can use time periods studied to create own timeline using BC/AD, centuries  I can describe the main changes in a location over time | I can explain how different sources of evidence could lead to different conclusions  I can choose reliable sources to describe features of time period and how they have changed  I can give reasons why changes may have occurred and explain how they effect today  I can discuss ways of checking the accuracy of interpretations (fact or fiction and opinion)  I can understand that the past has been represented in different ways.  I can understand that some evidence is propaganda and that this affected public opinion  I can choose sources of evidence to describe features and how they may have changed | I can identify and use different sources and evaluate their usefulness and accurateness.  I can compare different aspects of life for different people  I can generalise some historical trends, use to explain events  I can plan and carry out individual investigations based on agreed questions  I can form my own opinions about historical events from a range of sources | I can present information in the most appropriate way (eg written /graphs/labelled diagrams)  I can present information in an organised and clearly structured way. |